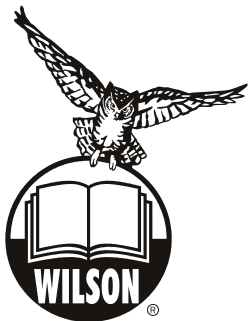


Fundations[®] Program Information

**Building a foundation for reading and spelling:
A multisensory structured literacy approach for grades K-3**



*Wilson works.*SM

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INTRODUCTION



Fundations is universally designed to be delivered in the general education classroom as Tier 1 instruction for 30-minutes per day as a supplemental word study and spelling program. It also serves as a Tier 2 intervention program when implemented for an additional 30-minutes of targeted intervention 3-5 times per week.

FUNDATIONS® TIERS 1 AND 2: GRADES K-3

PROGRAM OVERVIEW

Wilson **Fundations**® is a supplemental foundational skills program that provides thorough instruction in decoding, handwriting, and spelling. Although it also includes instruction in vocabulary, fluency, and comprehension skills, it is designed to be combined with a literature-based program to comprehensively address English Language Arts (comprehension and writing).

Fundations is multisensory, structured, systematic, cumulative, and explicit. It has a clear and thoroughly documented research base and evidence of effectiveness. It focuses on student development by meeting students' instructional needs and actively engaging them in their learning.

Informed by an extensive research base and following principles of instruction demonstrating success for a wide variety of learners, Fundations addresses states' rigorous college- and career-readiness standards, including the Common Core State Standards (CCSS).

- The second edition of Fundations was published in the summer of 2012. This edition includes all of the successful components of the first edition with significant updates to specifically address states' rigorous college- and career-readiness standards, including the Common Core State Standards (CCSS). It provides specific, measurable learning objectives that align with states' standards.
- **Thoroughly teaches** to mastery all **Foundational Skills** of the Reading Standards in College and Career Ready Standards: print concepts, phonological/phonemic awareness, phonics and word recognition, and fluency.
- **Significantly supports** the **Reading, Writing, and Language Standards** of College and Career Ready Standards, particularly in the emphasis on academic vocabulary, "close" reading strategies, capitalization and punctuation, reference skills, letter formation, and spelling.

Fundations presents the following concepts and skills in a cumulative manner from Unit to Unit and year to year:

- Letter formation
- Phonological and phonemic awareness
- Sound mastery
- Phonics, word study, and advanced word study
- Irregular (trick) word instruction

- Vocabulary
- Fluency
- Comprehension strategies
- Written composition (spelling and handwriting)
- Integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills.
- Scaffolds learning while teaching all skills explicitly, sequentially, and systematically.
- Actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options.
- Provides multiple opportunities for skills practice and application to build mastery.
- Monitors student learning through formative assessment tools built into the program.
- Includes comprehensive and teacher-friendly materials to facilitate teachers' use of the program and promote student motivation.
- Guides teachers on how to meet individual student needs by differentiating instruction.
- Supports teachers through the online Wilson Learning Community, offering clear demonstrations of each teaching activity type used in the program.
- Helps teachers achieve many of the requirements of state, local, and professional standards.
- Encourages parental involvement through the use of the Foundations Home Support Packet.

Foundations provides students with thorough instruction and practice and does everything possible to help them become completely proficient, rather than simply cover a standards-based curriculum. By teaching concepts fully and supporting student learning throughout, student mastery and success is achieved. Research has identified the best practices in reading and writing instruction and the Foundations program incorporates these important principles to offer an effective, rigorous, evidence-based program.

PROGRAM IMPLEMENTATION

*By employing Wilson Language Training's Multi-tiered System of Supports, school districts can assemble a **powerful** literacy action plan or sustainability plan that closes the reading gap for struggling students, and builds a solid foundation for beginning learners.*

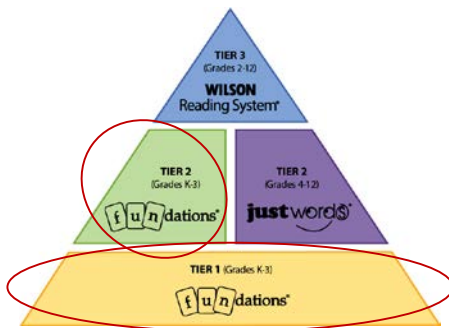
PUTTING WILSON TO WORK IN K-3 CLASSROOMS

Fundations® is an established part of Wilson's Multi-tiered System of Supports (MTSS) for successful reading and writing instruction:

- Fundations®: For all K-3 students in the general classroom and for those students needing a more targeted intervention;
- Just Words®: A Tier 2, word-level program for students in grades 4-12; and
- Wilson Reading System®: An intensive Tier 3 program for students with language-based learning disabilities, such as dyslexia.

While the three programs can be implemented as part of a school or district's MTSS or RTI framework, each program is effective when used independently.

Fundations is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It also can be taught in a small group or 1:1 setting for intervention (Tier 2).



	TIER 1: PREVENTION	TIER 2: EARLY INTERVENTION
Student Focus	◆ All K-3 general education students	◆ All K-3 struggling, at-risk readers in lowest 30th percentile
Lesson Length	◆ 30 minutes daily standard lesson	◆ 30 minute intervention lesson 3-5 times per week, plus the daily 30-minute standard lesson
Group Size	◆ Whole class	◆ Small group or one-to-one
Setting	◆ General education classroom	◆ May be conducted within or outside the general education classroom
Instructor	◆ General education teacher	◆ General education teacher, reading specialist, paraprofessional, or intervention personnel
Professional Learning and Support	<ul style="list-style-type: none"> ◆ Wilson Academy/ Prevention Learning Community (online) ◆ Program Workshops ◆ Coaching Days ◆ Facilitator Certification ◆ Presenter Development 	<ul style="list-style-type: none"> ◆ Wilson Academy/ Prevention Learning Community (online) ◆ Program Workshops ◆ Coaching Days ◆ Facilitator Certification ◆ Presenter Development

TIER 1 IMPLEMENTATION

Tier 1 implementation of Foundations® occurs in a whole-class, general education setting as one part of the core language arts instruction.

As a supplemental program, Foundations emphasizes phonemic awareness, phonics-word study, high frequency word study, fluency, vocabulary, handwriting, and spelling, providing all students with the strongest possible start in mastering foundational reading, spelling, and handwriting skills. Although it includes comprehension strategies, it must be combined with a core/literature-based language-arts program for an integrated and very comprehensive approach to reading and spelling.

Implementation highlights:

- The Standard lesson is taught to the whole class: Foundations is delivered as a prevention program to all students.
- Instruction occurs in the general education classroom by the regular classroom teacher.
- Instruction is delivered for 30 minutes per day as a supplemental program, or the word study block complementing the core literacy program.
- The lesson is flexible in that teachers select specific words to teach based upon the needs of the students in their classrooms.
- Specific guidelines are provided to address the needs of:
 - Advanced students
 - English language learners
 - Struggling students who may need differentiated support

TIER 2 IMPLEMENTATION

Foundations is an appropriate Tier 2 program for at-risk students in the lowest 30th percentile, and in need of strategic and targeted intervention. Instruction is provided by the classroom teacher and/or an interventionist. Implementation details vary depending on whether Foundations is also used in a Tier 1 setting.

If Foundations® is taught in a Tier 1 whole-class setting, students needing intervention support:

- Participate in the whole-class Foundations standard lesson (30 minutes daily).
- Also receive targeted Foundations intervention lessons in small-groups (up to 5 students) (30 minutes, 3-5 times per week).
- Achieve increased instructional intensity through:
 - small, homogeneous group lessons,
 - increased instructional time with intervention lessons, and
 - targeted instruction in specific areas of difficulty.

If Foundations is NOT used in Tier 1, students needing intervention support:

- Take the Intervention Placement Inventory to determine which Foundations Level to use.
- Receive the Foundations standard lesson in a small-group setting (30 minutes daily).
- Also receive targeted Foundations intervention lessons in a small-group setting (for an additional 30 minutes, 3-5 times per week).

Students with a **language-based learning disability** require explicit, cumulative, and multisensory instruction due to learning differences. For kindergarten and first-grade students, Foundations can be combined with a literature-based program to provide this type of required instruction as an alternative to the district's core language arts program. Lessons should be scheduled daily and students should receive:

- Foundations standard lessons in small-group settings (30 minutes daily).
- Foundations targeted intervention lessons in a small-group or 1:1 setting (additional 30 minutes daily).
- Literature-based comprehension instruction and other decodable text instruction (30 minutes – 1 hour daily).

The Wilson Reading System®, taught by a certified Wilson® Instructor, may be more appropriate for students in grades 2 and 3 who require more intensive instruction.

FOUNDATIONAL SKILLS CURRICULUM

FOUNDATIONAL SKILLS CURRICULUM

The research-based approach of Foundations and its extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques.

Foundations presents all skills in a systematic and sequential manner in four Levels: Level K, Level 1, Level 2, and Level 3. Each Level provides a year-long curriculum. The Pre-K Activity Set offers age-appropriate instruction in letter-sound associations and letter formation. The four Levels of Foundations will most often correspond to the students' grade level. However, the program can also be used sequentially with struggling students in other grades.

Concepts and skills addressed across the four program Levels include:

Foundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the application of strategies for understanding text.

Additionally, Foundations sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling, and the basic skills for capitalization and punctuation.

- Reading/beginning reading skills and strategies:
 - Phonological awareness and phonemic awareness skills
 - Print awareness skills
 - Phonics and decoding
 - Word attack
- Vocabulary development
 - Introduction of new words
 - Word-learning strategies
 - Academic vocabulary
- Fluency
 - Accurate, fluent reading
 - Appropriate phrasing and expression
 - Rate

Although Foundations is not a comprehensive program, it does provide instruction to support the following standards:

- Comprehension (listening and written) strategies
 - Analyzing text and drawing conclusions/making inferences
 - Connecting text to personal experience and other text
- Writing skills and conventions:
 - Spelling skills and conventions (rules and patterns)
 - Use of writing conventions such as use of capital and lowercase letters
 - Grammatical conventions in the use of tense (present tense, past tense, etc.)
 - Use of punctuation at the end of sentences

Fundations® helps English language learners by teaching the skills and strategies they need to be successful in learning to read and write in English. Teachers use modeling and scaffolded instruction to ensure that students understand the skills being taught, learn the procedures, and are able to use the skills and procedures on their own.

Teachers build students' metacognitive skills by having them think about the learning tools they have acquired and consider which they should draw on if they need help. They also connect current learning to previous skills taught and explain how the new skills will help them achieve future goals.

By having an integrated assessment component, teachers are able to assess students' areas of strength and weakness and can differentiate instruction as appropriate.

As a comprehensive word study program addressing reading, spelling, and writing skills, students will be well-prepared to meet grade-level standards, and will be ready for success in subsequent grades.

Phonological Awareness Instruction

In Fundations Level K, students learn phonological awareness. They begin with word awareness, then syllable awareness, and then phoneme awareness.

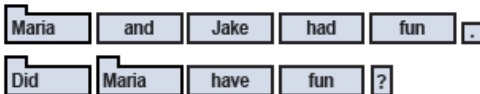
Word awareness is explicitly taught using Sentence Frames so that students learn to discern the separate words in a dictated sentence.

Syllable awareness is also directly taught using white syllable frames to help students' segment words into syllables. Students echo the word and put their hand under their chin to "feel" the syllables, and then clap out the syllables. The syllables are written on separate Syllable Frames and counted.

Phoneme awareness involves several sequential skills:

- isolating sounds
- identifying sounds
- categorizing sounds
- blending sounds
- segmenting sounds
- manipulating sounds

Word Awareness



Syllable Awareness

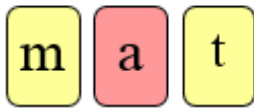


By the end of Level K, students blend, segment, and manipulate sounds in closed-syllable words containing up to three sounds. They will also have emerging skills in blending and segmenting phonemes in longer words. In subsequent levels, phonemic awareness instruction continues and students learn to blend, segment, and manipulate sounds in words with up to six sounds in a syllable.

Phonemic Awareness and the Alphabetic Principle

English is an alphabetic language, meaning that words are constructed in print with letters to represent sounds. In order for children to begin mastery of the written language, they must develop an understanding that words can be divided into smaller segments of sound. Children must become aware of the phonemes as separate segments of sound so that they can begin mapping the letters to sounds and sounds to letters for both reading and spelling. This ability to notice, think about, and manipulate the individual sounds in words is called phonemic awareness. The mapping of those sounds to the corresponding letters creates the ability to understand the alphabetic principle. In Foundations, the development of phonemic awareness and the alphabetic principle is directly and explicitly taught beginning with the basic letter-sound correspondences and progressing to more complex ones, such as the letters *dge* to represent the sound /j/.

The Wilson® finger-tapping procedure, used so successfully in the Wilson Reading System®, is also used in Foundations® for both blending and segmentation of phonemes. Wilson teaches phonemic awareness with letters/sounds so students can develop phonemic awareness skills without letters. Phonemic instruction is conducted using manipulatives (cards, tiles) with letters.



Say /m/ and tap index finger to thumb.



Say /a/ and tap middle finger to thumb.



Say /t/ and tap ring finger to thumb.



Sound Mastery and Key Linkages – letter name, formation, and sound

The introduction of sounds is sequenced to minimize confusion between like sounds. Students learn more common sounds first, including consonants with continuous sounds that can be held. The sound m, /m/, can be continued /mmm/, or held, whereas the sound /t/ cannot.

To remember a sound, students also learn a keyword. This word is used consistently. For example, for the letter a, the keyword is apple (a - apple - /ă/).

In Level K and Level 1, Foundations sound instruction is initially linked to letter formation. Students learn a letter name, its formation, and its sound simultaneously. This creates an important link and uses motor memory learning to associate letters with their sounds.

Another important aspect to sound mastery with all Foundations® levels is the teaching of sounds in two directions:







1. Letter to Sound: In this direction, students see the letter and identify the sound.
2. Sound to Letter: In this direction, students hear the sound and identify the corresponding letter(s).

Students do a daily drill of sounds, saying the letters, keywords, and sounds. The daily 2-3 minute Sound Drill is the only “drill” aspect of Foundations. This is designed to create fast and efficient neurotransmitting pathways to access sounds. Students have lots of opportunities to practice the sounds with a variety of activities.

Phonics/Word Study and Advanced Word Study

Phonics instruction in Foundations goes beyond sound-symbol knowledge.

- Students are explicitly taught how to blend sounds into words.
- Total word structure is systematically done following the six basic syllable patterns in English.

Closed Syllable		Vowel-Consonant-e Syllable	
R-controlled syllable		Vowel Digraph/Diphthong Syllable	
Open Syllable		Consonant-le Syllable	

Students learn how to blend words with the finger-tapping procedure. Students apply phonics skills to decode words, phrases, sentences, and stories that contain the specific letter-sound relationships that they are learning. For each Foundations level, every unit includes a comprehensive list of controlled text for only the word structure taught in that unit or previously taught concepts.

Nonwords (called Nonsense Words in Foundations) help solidify the students’ knowledge of word structure and assist teachers in evaluating students’ application of their skills. The nonwords in Foundations have no meaning, but they conform to English spelling patterns and rules. To accurately read or spell a nonword that follows the rules of English orthography, a student must apply letter-sound correspondences to determine something that has not been memorized from exposure.

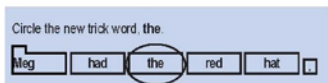
The word structure that is taught for reading is reinforced with spelling. Students learn to segment and spell words as they correspond to decoding patterns. Instruction is scaffolded and is presented in a systematic approach within and across levels. A basic overview for each level is provided:

Level K Phonetically Regular Word Study Skills: In Level K, students identify and fluently produce sounds of consonants (primary), short vowels, and basic digraphs. Students learn to read and spell CVC words, up to three sounds. Students begin with blending words that start with continuous consonants f, m, n, l, r, and s.

Level 1 Phonetically Regular Word Study Skills: In Level 1, students identify word structures such as blends, digraphs, basewords, suffixes, and syllable types (closed and vowel-consonant-e syllables). Students can read and spell short vowel and vowel-consonant-e syllables in one-and-two syllable words. Students are directly taught syllable division. Students apply baseword and suffix procedures for reading and spelling with the suffixes -s, -es, -ed, and -ing. Students can name sounds for the r-controlled vowels, vowel digraphs, and vowel diphthongs.

Level 2 Phonetically Regular Word Study Skills: In Level 2, students study all syllable types and their effect on vowel sounds (closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant -le). They also combine all syllables in multisyllabic words and learn exceptions to the closed and v-e syllable types. The Level 2 students read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment -less, -ness, -ly, -ty) and with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-). Students demonstrate growing independence and automaticity in use of effective spelling strategies including syllabication, additional suffix endings, and spelling options.

Level 3 Phonetically Regular Word Study Skills: Level 3 students study all six syllable types in depth and the exceptions to these six syllable types. Level 3 students read and spell words with unexpected vowel sounds of schwa in unaccented syllables. Students read and spell words with suffixes added to unchanging basewords and to basewords that change. They can read and spell contractions and identify the words from which the contraction was made.



Show students the corresponding Trick Word Flashcard



High Frequency Word Instruction (Trick Words)

Words that are phonetically irregular and some phonetically regular words that have not yet been taught are taught as words to be memorized. These high frequency words (or trick words in Foundations®) are taught separately from the phonetically regular words.

In Levels K and 1, students learn 107 trick words for both quick and automatic recognition and for spelling. In Level 2, students learn another 81 trick words. This, along with their emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry & Kress, 2006). Level 3 students review the trick words taught in Levels 1 & 2 in dictation activities.

Fluency

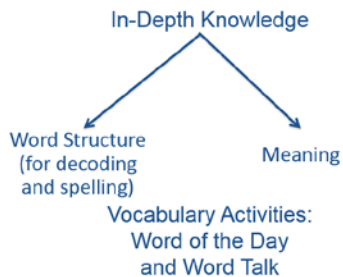
Students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression. Students do both echo and choral reading of stories to help develop fluency.

The teacher models expressive reading and students are directly taught prosody by scooping sentences into phrases, such as:

One day, Echo sat on a branch, deep in the forest.

Foundations includes a Fluency Kit (Level 1 and 2) which provides additional opportunities for practice and activities. There are timed exercises for sounds, word lists, trick words, and phrases. The controlled text material is used for repeated reading. Children chart their progress on an individual recording form. The students work toward a goal of 60 words per minute by the end of grade one and 90 words per minute by end of grade two.

Please note that Wilson Language Training also publishes the Wilson Fluency®/Basic Kit (provided separately as an optional supplement to Foundations), which is designed to provide explicit fluency instruction and reading practice to develop the application of these skills with connected text. The kit contains four Fluency Readers that can supplement any reading program which introduces short vowels in words with progressively more challenging patterns. Each reader includes five stories with reading passages of 200-300 words and corresponding fluency practice.



Vocabulary

In Level K, students develop vocabulary through reading aloud and classroom activities.

In Levels 1, 2, and 3 students study vocabulary more explicitly. Students learn a “Word of the Day,” selected to correspond with the word structure being studied and its high frequency of use. Words targeted for vocabulary are:

- used in sentences;
- put onto flashcards to be reviewed frequently;
- entered by students into their “vocabulary dictionary,” a section of the Student Notebook; and
- incorporated into a sentence that students learn to construct to clearly demonstrate a word’s meaning.

Academic Language

The Words of the Day were selected from resources such as Biemiller’s list (Biemiller, 2010) or the Academic Wordlist (Coxhead, 1998), so that students not only learn word structure, but also learn the meaning of words with higher utility. Some multiple meaning words are included.

In Level 3 specifically, the resource word list for each unit identifies whether a word is an important academic word (Coxhead, 1998) or high priority word (Biemiller, 2010) that students should know. Academic vocabulary is based more on Latin and Greek roots than everyday English. In Level 3, students study the concept of Latin roots and their meaning with closed syllable roots.

Comprehension Strategies

Although Foundations® is not primarily a comprehension program, it provides instruction to help students learn how to think actively while reading and to self-monitor their understanding. In Level K, students begin to develop this skill through listening comprehension exercises. In Levels 1 and 2, direct instruction includes the development of students’ ability to form a visual image or construct a mental picture from words, the ability to imagine a scene and predict subsequent events, and to recall and explain what was in the written text. Mental images aid comprehension and memory by acting as mental pegs onto which the information can be hooked.

Foundations students receive direct and explicit instruction on how to create mental images with very simple decoding passages during the Storytime Activity. Teachers help students to learn this skill by stopping and supporting their students’ understanding of words

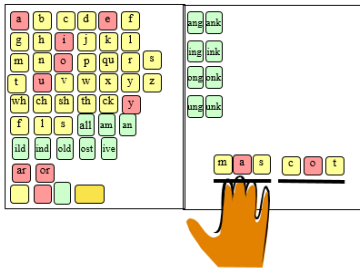
Although Foundations includes comprehension strategies, it is designed to be combined with formalized comprehension instruction and wide-ranging reading experiences.

through gestures, and picture drawing as needed. Students are then able to form increasingly complex mental images. This scaffolding of understanding is called Comprehension S.O.S.™ in Wilson® programs. This stands for Comprehension: Stop-Orient-Support/Scaffold. Comprehension S.O.S. is a teacher-led interactive discussion about written text. Comprehension S.O.S.™ activities always conclude with retelling.

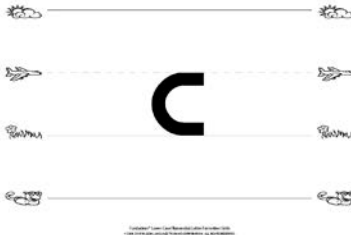
During the Storytime Activity, students learn the difference between narrative fiction/narrative story and informational, non-fiction text. The understanding of text structure also aids comprehension.

Additional Skills - Written Conventions: Spelling, Handwriting, Capitalization, and Punctuation

Spelling skills are directly taught and reinforced in Foundations® using multisensory techniques and manipulatives. Students learn to segment and spell words as they correspond to decoding patterns taught. They learn to segment and associate letters with sounds rather than memorize words.



Handwriting is an important aspect of Foundations instruction. Students are directly taught letter formation with the Wilson font. In Levels K and 1, students master letter formation with verbal cues, repetition, sky writing, tracing, and writing practice. Level 3 includes a multisensory cursive handwriting program.



Students also systematically learn punctuation, capitalization, and proofreading skills beginning in Level K through Level 3. It is recommended that students also keep a daily journal.

Assessments to Inform Instruction

Formative Assessment is built into the Foundations® program with every single lesson. The teacher is able to assess students' skills because instruction is visible and explicit, and all students are actively participating in the learning. During each part of the lesson, a teacher is assessing how the student is responding to his/her instruction and how the students' skills and understanding of concepts are progressing as well. The next lesson in Foundations is written with the students' needs in mind. The sounds, words (real as well as nonsense), phrases, and sentences are chosen for decoding and encoding to specifically target any problems students are having as well as assisting the teacher in making sure the student is understanding the new concepts taught in that lesson.

Unit Check-Up quizzes and Unit Tests, summative assessments that take place at the end of each Foundations Unit, measure a student's knowledge of concepts that are taught in a specific Foundations unit. Results of the quizzes and tests guide teachers' decisions about whether to advance to the next unit; whether particular students' need support; or whether to reteach the unit to the whole class. Eighty percent of the class must receive a score of 80% or higher in order for the teacher to move onto the next unit. Students who are significantly below benchmark or who consistently score 80% on Unit Tests should be considered for additional support, such as small group Double Dose lessons with targeted instruction. Students are expected to score a specific mastery level in decoding and encoding.

For students in Tier 2, progress monitoring is used to measure what students know compared to the skills taught in the curriculum. The Foundations Level K and 1 Progress Monitoring tool specifically measures skills introduced in Foundations Level K and 1. Specific fluency measures are provided to measure progress after each week of instruction. Charts and class records monitor progress towards the benchmark.

The Intervention Placement Inventory can be used to determine what Foundations level a student should begin with. All efforts are made to allow a student in kindergarten to receive the Standard Foundations Level K Lesson in the regular classroom and if needed, deliver Level K Double Dose instruction as well. The Intervention Placement Inventory provides a quick assessment of letter/sound knowledge, single word reading, and spelling that will help determine if a student should be put into a lower grade level Standard Lesson.

The Foundations Progress Monitoring Tool is used to measure what students know compared to the skills taught in the curriculum.

These resources, along with others, are available to Foundations teachers in the Prevention/Intervention Learning Community.

Progress Monitoring K



Progress Monitoring 1



Progress Monitoring 2



WORD STUDY SCOPE AND SEQUENCE

A Pre-K Activity Set is also available from Wilson Language Training® and is designed to support students' emerging understanding of the alphabetic principle of letter-sound associations, and written language skills with manuscript letter formation.

FUNDATIONS® SCOPE AND SEQUENCE OF WORD STUDY

The outline below highlights the cumulative and sequential nature of instruction for Levels K-3. Note that fluency, vocabulary, and comprehension strategies are integrated into and taught throughout the program.

By the end of Level K, Foundations students will be able to:

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Segment words into syllables
- Segment and pronounce initial, medial and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in lowercase and uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Fluently produce sounds for basic digraphs (wh, sh, ch, th, ck)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Distinguish long and short vowel sounds within words
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick) words such as *the, was, of*
- Identify and name correct punctuation at end of the sentence
- Capitalize words at beginning of sentences and names of people
- Name the author and illustrator of a story and define their roles
- Explain narrative story structure, including character, setting, and main events
- Use a combination of drawing and dictating to narrate linked events to tell a story in sequence
- Retell key details of narrative and informational text using pictures or prompts as a guide
- Identify characters, setting, and main events in a story with pictures or other prompts
- Describe what happened in a story when given a specific illustration

- With prompts, compare and contrast the experiences of characters in two stories
- Explain difference between narrative and informational text
- Echo-read a passage with correct phrasing and expression
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete sentences in shared language activities

By the end of Level 1, Foundations® students will be able to:

- Segment syllables into sounds (phonemes) – up to 5 sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all upper- and lower-case letters
- Distinguish long- and short-vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (trick words)
- Identify word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing basewords
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, setting, and events

- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concept the category represents
- Define words by category and by one or more key attributes
- Apply beginning dictionary skills
- Identify real-life connections between words and their use
- Use verbs to convey a sense of past, present, and future
- Read controlled stories with fluency, expression, and understanding

By the end of Level 2, Foundations® students will be able to:

- Know and apply grade-level phonics and word analysis skills in decoding words
- Segment syllables into sounds (phonemes)—up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts of words (syllables, basewords, suffixes)
- Identify all six syllable types: closed, vowel consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)

- Read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two-, and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences
- Read and spell the first 200 high frequency words including irregular words
- Divide multisyllabic words
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use synonyms
- Know some multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Read controlled stories with fluency, expression, and understanding
- Read approximately 90 words per minute with fluency and understanding
- Retell short narrative stories, recounting key ideas and details
- Retell facts from informational text
- Locate facts and details in narrative and informational writing
- Skim for information
- Make judgments and predictions from given facts
- Use sentence level context as a clue to the meaning of a word or phrase
- Determine the meaning of a new word when a prefix is added to a known word
- Use knowledge of the meaning of individual words to predict the meaning of a compound word
- Identify real life connections between words and their use
- Answer who, what, where, when, why, and how questions with narrative and informational text
- Describe how characters in a story respond to major events and challenges
- Determine the central message of a story

- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe

By the end of Level 3, Foundations students will be able to:

- Identify parts of words (syllables, basewords, suffixes)
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends, trigraphs (tch, dge)
- Identify all six syllable types: closed, vowel consonant-e, open, r-controlled, vowel digraph/ diphthong, consonant-le
- Identify the “exceptions” to these six syllable types
- Read and spell words with these unexpected vowel sounds (exceptions)
- Segment syllables into sounds (phonemes) and divide multisyllabic words
- Read and spell words with short and long vowel sounds
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, ei, eigh, ie, igh, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Identify schwa
- Read and spell words with the unexpected vowel sound of schwa in unaccented syllables
- Read and spell phonetically regular words
- Read words with sound options for the grapheme representation
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Read and spell words with additional sounds of *a* and *ch*, the suffix -ed, and the soft sounds of *c* and *g*
- Read and spell words with ph, nge, nce, tion, sion, ture, tu, ti, ci
- Read and spell words with silent letters (wr, rh, gn, kn, mn, mb, gh)
- Read and spell words with suffixes, including most common Latin suffixes (-s, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, -or)
- Identify and know meaning of most common Latin suffixes
- Read and spell words with suffixes added to unchanging basewords (strongest)
- Form and use regular and irregular plural nouns
- Apply spelling rules for adding suffixes to basewords that change (sliding)

- Read and spell contractions, reduce two words into a contraction, and identify the words from which a contraction was made
- Read and spell trick words or targeted high frequency words
- Read and know meaning of sound-alike words (homophones)
- Determine and clarify the meaning of unknown and multiple meaning words (patient)
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Construct simple, compound, and complex sentences using vocabulary words with proper capitalization and punctuation, and incorporating coordinating and subordinating conjunctions
- Apply correct punctuation and capitalization rules for beginning of sentences and names of people
- Know meaning of targeted vocabulary words (Word of the Day) and different inflected forms of words when a known affix is added (confuse, confusing)
- Form and use comparative and superlative adjectives and adverbs as well as regular verbs
- Acquire and accurately use grade level conversational and general academic words
- Identify real-life connections between words and their uses
- Use sentence-level context as a clue to the meaning of a word or phrase (Home Support Packet)
- Use knowledge of language and its conventions when writing and reading
- Apply dictionary skills and consult reference material to check and correct spelling and to determine and/or clarify precise meaning
- Use correct writing position and pencil grip for cursive writing
- Write clear, legible cursive at an appropriate rate

PROGRAM MATERIALS

FUNDATIONS® PROGRAM MATERIALS

Fundations® materials for both teachers and students are extensive, allowing the focus to be on instruction. The extensive controlled text resources for teachers and engaging student manipulative materials are some of the most unique and beneficial aspects of the program.

Level K



Level 1



Level 2



Level 3



Extensive controlled decodable text resources

For each Fundations level, every unit includes a comprehensive list of controlled text that is 100% decodable for reading and spelling activities in that unit. This resource includes: current words, review words, nonsense words, current Trick Words, review Trick Words, and sentences. Each unit also includes a short, narrative, controlled story that is 95-100% decodable. As well as using these passages for application of decoding skills, they are useful to teach students to read with prosody, in meaningful phrases, and to develop their ability to use visualization to retell stories in detail using their own words. The stories are also used to teach the difference between narrative fiction and informational text.

Teacher and student materials are comprehensive and provide for multisensory and visible learning

- The Teacher's Manual contains a comprehensive introduction, providing teachers with background understanding and research that supports the why and how of Fundations instruction. The Manual offers an explicit daily learning plan. Every lesson is designed to keep students active and includes learning activities in a *specific* sequence to incorporate the following steps to learning new concepts: modeling and explanation, guided practice and explanation, and independent practice and demonstration as skill is mastered.
- Membership in the Prevention/Early Intervention Learning Community (PLC) is included with the manual. This companion website provides a multitude of resources to help teachers with instruction. It includes documents to download, videos to watch, animations that will assist with the understanding of word structure, expert tips from master teachers, and a discussion board connecting teachers to a community with other educators.
- The Teacher's Kit includes the following materials to make the learning visible and explicit:
 - Large Sound Cards present keyword pictures and letters for phonemes introduced in each level.
 - Standard Sound Cards are used to drill sounds and manipulated to explicitly teach word structure. Letters are

printed on one side; keywords and pronunciation for sounds introduced in the Level are printed on the reverse.

- Sentence and Syllable Frames are magnetic, dry erase frames are used for teaching sentence structure, word awareness, capitalization and punctuation, trick words, and syllable work.
- Echo and Baby Echo Puppets engage students in the learning.
- Letter Formation Guides are laminated cards to provide step-by-step verbalizations for lower and upper case manuscript letter formation for Levels K and 1, and cursive letter formation for Level 3.
- Classroom poster sets offer a visual reminder of some of the key concepts taught in the level, such as letter formation, keywords, welded sounds, vowel sounds, marking, spelling options, and spelling rules.
- Alphabet Wall Strip hangs on the classroom wall and shows letters written on the Wilson grid as well as the keyword pictures for a-z for reference.
- Activity Cue Cards provide a quick reference for all the standard procedures for each Learning Activity as well as a place to include specific lesson concepts.
- Large Writing Grid is a laminated, two-sided grid for the classroom dictation work. One side is a large grid for letter formation, the other is a grid for writing words, sentences and multisyllabic work.
- Flashcards are laminated cards to practice and review Word of the Day, Trick Words, and Sound Alike Words.
- Fluency Kit (Levels 1 and 2) contains controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories (phrased and unphrased) for each unit on reproducible laminate stock.
- Home Support Pack informs parents and support personnel about what is happening in the classroom and suggests home activities that reinforce classroom learning.



Each student has the following materials:

- Dry Erase Board for letter formation practice and dictation work
- Composition Book for writing practice with sounds, words, trick words, sentences, and unit tests

- Student Notebook for reference to spelling rules, vocabulary entries, trick word dictionary, and sound option dictionary;
- Letter Board and Tiles for manipulation of sounds and words;
- Desk Strip with letters and keywords for reference;
- My Foundations Journal for students to do writing activities

Other Materials

- *Wilson Fluency®/Basic Kit*: This kit is provided separately as an optional supplement. It is designed to provide explicit fluency instruction and reading practice to develop the application of skills with connected text. The kit contains four Fluency Readers that can supplement any reading program that introduces short vowels in words with progressively more challenging patterns. Each reader includes five stories with reading passages of 200-300 words and corresponding fluency practice.



COST EFFECTIVE

Foundations is cost effective. After initial purchase, only consumables need to be purchased in subsequent years.

Example of Classroom Implementation (2018 Catalog Pricing)

Implementation	For Level 1 classroom with 20 students
Initial installation	\$1,325 Teacher kit and student consumables and durables for 20 students
Subsequent years	\$270 (20 consumables sets – or \$15.00/student) Reorder durable materials, if necessary

PROFESSIONAL LEARNING



*COMPASS – Wilson's
Comprehensive Plans to
Achieve Success and
Sustainability*

QUALITY PROFESSIONAL LEARNING

Wilson Language Training® (Wilson) offers a wide spectrum of professional learning opportunities to provide teachers with the knowledge and skills to effectively teach reading and spelling.

Wilson's offerings support individual teachers as well as teams of educators in schools and districts. Offerings include:

- Workshops on concepts based in current reading research and practical application with Wilson programs
- School-based coaching
- Virtual Mentoring
- Foundations Facilitator Certification
- Foundations Presenter development
- Principal and administrator workshops

While individual teachers may enroll in workshops and in-depth training opportunities, Wilson Language Training also partners with schools and districts to develop comprehensive plans to support the local implementation and sustainability of Wilson programs. This process is called COMPASS – Wilson's Comprehensive Plans to Achieve Success and Sustainability. Workshops are always combined with coaching and the development of local school and district capacity is explored through the credentialing of Foundations Facilitators and Presenters or certification of teachers or trainers in the Wilson Reading System®. The COMPASS process is aligned with the scientific principles of implementation science and supports the implementation of Wilson programs with fidelity so that all students successfully master the foundational skills presented in the programs.

Quality Professional Learning

Individuals participating in Wilson's professional learning gain the confidence, knowledge, and experience to teach students in an explicit, interactive, multisensory, and cumulative manner while providing ample opportunity for reinforcement and feedback. All five areas of reading are addressed, as well as spelling and handwriting, meeting the requirements of research-based instruction. Wilson professional learning supports teachers with the **knowledge and tools to teach reading skills**:

- Phonological awareness is emphasized throughout. Teachers learn how to teach students that a spoken sentence consists of separate words, that a word consists of separate syllables, and that a syllable consists of separate sounds. Teachers are taught how to manipulate phonemes in words and how to use manipulatives to explicitly teach phonological awareness.

- Teachers are shown how to directly teach children to form lower- and upper-case letters with verbalizations, sky writing, finger tracing, and writing.
- Teachers learn how to teach sound mastery in a carefully sequenced manner to minimize confusion between like sounds. Total word structure is taught, not just sounds.
- Teachers learn how to systematically teach the six basic syllable patterns in English. Students first learn to read and spell vowel-consonant-vowel words. They then move to words with 4 then 5 sounds, and then words with more complex patterns. Workshops also teach the Wilson Sound Tapping technique used to blend phonemes to read words and to segment phonemes to spell words.
- Teachers learn how to teach sight words with multisensory techniques in addition to phonetically regular words.
- Teachers learn to teach spelling as an integrated element of the program.
- Teachers learn skills to help students segment and associate letters with sounds. Teachers learn strategies for teaching spelling rules corresponding to those patterns taught for reading. Teachers learn the process to assist students in checking for capitalization, punctuation, and spelling with questioning techniques.
- Teachers learn how automaticity is a component to fluent reading. Prosody and expression is developed and practiced.
- Word study and fluency practice are presented within the context of controlled, written text. The extensive wordlists, sentences, and paragraphs provided contain only the elements of word structure already taught. Intervention teachers also learn to use the Wilson Fluency®/Basic Kit to supplement fluency instruction.
- Teachers also learn ways to incorporate vocabulary instruction into the lessons. Direct instruction of vocabulary words is demonstrated. Teachers learn how to identify appropriate words to teach, including strategies supported by Isabelle Beck’s research. Teachers learn how to develop student-friendly definitions, student-generated sentences, and illustrations reflecting each word.
- Activities including “read alouds”, text-based discussions, and close reading are woven into instruction. Teachers use Storytime to develop student comprehension skills.

- Teachers learn that the Wilson Comprehension S.O.S.™ process helps students understand both narrative and informative text at a deeper level than current decoding skills will allow. It involves reading to or with students and stopping periodically to focus on meaning through periodic discussion, modeling of thinking, and retelling of the story using mental imagery as a guide for words. Simple picture representations and labels aid students' understanding of content. The student retells the passage in his own words linked to visualization of the passage. If the retelling of the story and details are "fuzzy" or incomplete, the teacher helps students to "pull it apart" and clarify the picture or movie with questioning. The goal is to help students to have a very clear and vivid movie in their mind and fully understand the passage. (Foundations and WRS)

Wilson professional learning programs deepen educators' content knowledge and teaching skills with research-based methodologies including:

- Presentation of background knowledge, as well as specific, proven instructional strategies targeted to meet students' needs.
- Demonstration lessons and coaching provided by expert Literacy Specialists and Trainers.
- Participation of teachers in ongoing meetings with colleagues who are in the process of implementing the same instructional practices.
- Creation of learning communities using study groups, coaching meetings, and online tools.
- Coaching models to support teacher practice and improve classroom instruction as a critical part of the implementation process.
- Support for the goals, principles, and recommended practices of implementation science. This is evident in Wilson's rigorous training and coaching models leading to fidelity, as well as its partnership with school and district leaders to achieve optimal implementation and sustainability practices.

Professional Learning opportunities include onsite and blended learning for teachers, instructional coaches, school administrators, and district staff.

Workshops are always combined with on-site coaching or virtual mentoring support.

SPECIFIC PROFESSIONAL LEARNING OFFERINGS FOR FOUNDATIONS®

Foundations Level Workshops (Levels K, 1, 2, and 3)

Each Foundations Level-Specific Workshop is a 5-hour program delivered in one full-day training. Each workshop provides the practice and guidance needed to effectively begin teaching the Foundations Level curriculum. At the completion of the workshop, participants will be able to:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations instruction.
- Identify the skills taught in Foundations: phonological awareness; phonemic awareness and the alphabetic principle; sound mastery; ways to form the key linkages—letter name, formation, and sound; phonics; vocabulary; high frequency trick words; fluency; comprehension; handwriting; spelling; and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily learning plan and practice lesson activity procedures.
- Build a learning focused classroom: maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging craftsmanship for optimum outcomes.

Foundations Intervention Workshop

This 2-day workshop provides a framework for implementing Foundations within a Response to Intervention (RTI) framework. It focuses on procedures and strategies for implementing Foundations as an early intervention (Tier 2) program, specifically, how to plan intervention lessons, how to use the Foundations curriculum-based measurement tool, collect and use data to plan and provide targeted student instruction, and include automaticity and fluency practice, including the Wilson Fluency®/Basic program and other options for repeated reading practice.

Fundations® School-Based Support Program via Onsite Coaching

Coaching provides teachers with the opportunity for immediate feedback and discussion on the effectiveness of their instructional techniques in the classroom. Support will include one or more of the following options depending on the needs of the teachers:

- Classroom set-up
- Demonstration lessons
- Classroom observations and feedback
- Study group facilitation
- Reading coaches and program fidelity support

Fundations Coaching Sites

Wilson Language Training develops one or more Coaching Sites within the district to serve as the primary location for coaching days.

Benefits of being a Primary Coaching Site include:

- The opportunity to have individualized support from the Wilson Literacy Specialist who will work directly with staff at the Coaching Site to provide classroom observations, feedback, coaching, and modeling, implementation work groups, and grade level study groups.
- Principals and other administrators will participate in the professional learning, including training on how to conduct the principal walk-through.

Fundations Facilitator Certification

The Fundations Facilitator Certification Program is a year-long course that helps build staff capacity by supporting the implementation of Fundations and contributes to teacher and student success. The Facilitator Certification course develops teacher leaders and a culture of collaborative professional learning that enables school and individual development. This course builds capacity within a school or district to move toward institutionalization of practices and increased independence.

During the school year, the Fundations Facilitator candidate must participate in all four coaching days at the Primary Coaching Site, complete online coursework, and satisfactorily complete the Certification proficiencies for each level being pursued.

Upon completion of the certification, Fundations Facilitators will be able to:

- Demonstrate working knowledge of the curriculum and instruction for implemented Foundations® levels in each of the associated certifications.
- Support teachers with classroom set up, the understanding of program materials, and available online resources.
- Schedule and facilitate ongoing study groups.
- Assist teachers by demonstrating specific Foundations Activity procedures and lesson planning.
- Independently, and in collaboration with colleagues, use a variety of data to measure the outcomes of teaching and learning and guide teachers on how to use the data to inform their instruction and differentiate for each student as needed (Intervention Level).
- Support a common understanding among all teachers of effective implementation of Foundations.
- Support teachers by ensuring that they have the materials needed to implement Foundations from year to year.

To obtain Foundations Facilitator Certification, the individual must be able to fulfill the Facilitator Credential Requirements and Proficiencies for each desired level of credential. The following Facilitator Certification are offered:

- Foundations Facilitator Certification Level K
- Foundations Facilitator Certification Level 1
- Foundations Facilitator Certification Level 2
- Foundations Facilitator Certification Level 3
- Foundations Facilitator Certification Intervention

Virtual Mentoring for Foundations Teachers

The Wilson® Virtual Mentoring for the Foundations program provides teachers with access to a virtual collaborative community where they can interact and learn from both colleagues and a Wilson Literacy Specialist to develop the knowledge and skills required for successful implementation of a specific level of the Foundations programs. The Virtual Mentoring program is designed for general education teachers in a Tier 1 setting in their *initial* year of Foundations implementation. Foundations teachers looking to deepen their understanding of how to teach Foundations lessons efficiently would also benefit.

The program includes live, interactive study sessions with a Wilson Literacy Specialist scheduled at critical instructional junctures throughout the year; one-to-one meeting support with a Literacy

Specialist scheduled at multiple intervals during the program; curated content and links to resources on the Prevention/Early Intervention Learning Community (PLC); and, opportunities to collaborate with colleagues via a monitored discussion board to share successes and brainstorm solutions.

Districts have the opportunity to enroll teachers in a public cohort or explore a district-level model if the district can enroll more than 10 teachers per level (and up to 20). Attendance at an in-person Foundations level-specific workshop (within the past 5 years) is a prerequisite. Level K and Level 1 cohorts are available in 2018-2019 school year. Level 2 cohorts will become available in the 2019-2020 school year, and Level 3 the following year.

Fundations Presenter Development Program

The Presenter, a school- or district-based staff member, works with teachers to promote student achievement by supporting the fidelity of Foundations implementation. Upon completion of the Presenter Certification Program, the Presenter will be able to deliver the Foundations program workshops within their district for the levels that are credentialed. This provides the district with the opportunity to effectively deliver workshops throughout the district for new teachers or for expanded programs at significantly reduced costs. Wilson Language Training provides comprehensive workshop materials and support, access to Wilson's online professional community, and ongoing support from Wilson Fidelity Team members.

To become a Wilson Foundations Presenter, an individual must complete requirements and proficiency measures. The following Presenter credentials are offered:

- Foundations Presenter Level K
- Foundations Presenter Level 1
- Foundations Presenter Level 2
- Foundations Presenter Level 3
- Foundations Presenter Intervention

Fundations Prevention/Intervention Learning Community (PLC)

The Prevention/Early Intervention Learning Community (PLC) is a companion website that provides extensive support and resources to help teachers with instruction. Throughout the Teacher Manual, the instructor is referred to the PLC to gather and review supplemental resources and supporting instructional tools. Downloadable teacher resources are included, such as:

- Learning Plans
- Activity videos and animated presentations demonstrating how to execute Foundations Learning Activities
- Word Lists and worksheets
- Progress Monitoring tools
- Expert Tips: Each month, an experienced Wilson Literacy Specialist will provide you with helpful implementation ideas for Foundations. You'll receive suggestions for effective instructional methods, stimulating classroom activities, and skill-building homework assignments. These tips are sure to make your Foundations® lessons run smoothly and successfully.
- Discussion Board allowing teachers to connect with each other in the community

In addition to the items noted above, the PLC is the primary source for intervention tools and materials for students and teachers to use in a Tier 2 setting.

FUNDATIONS® EVIDENCE OF EFFECTIVENESS

Since the publication of Foundations, several impact and efficacy studies have been performed in schools across the United States. The consensus across these studies is that, when implemented properly, students using Foundations achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the schools. The section that follows summarizes the results of these studies.

STUDY OF IMPLEMENTATION AT TIER 1:**IMPACT STUDY IN SCHOOL DISTRICT OF INDIAN RIVER COUNTY, FL**

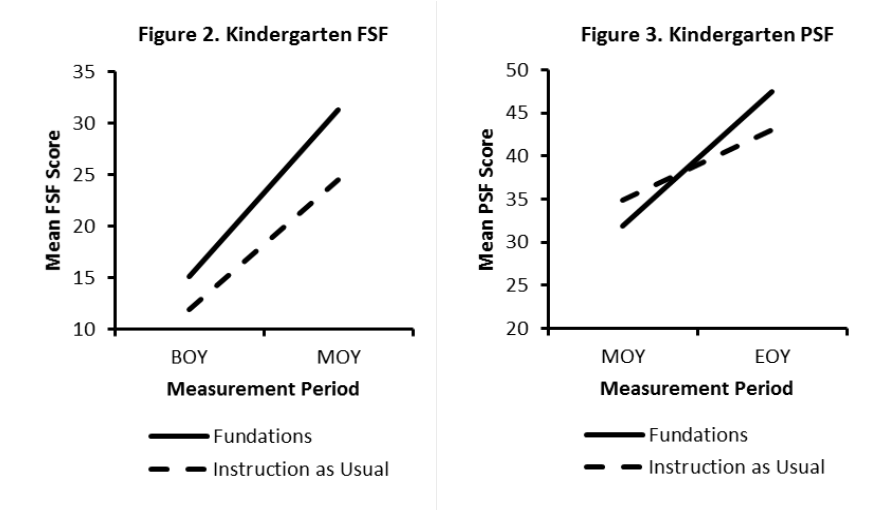
The School District of Indian River County, Florida, partnered with Wilson Language Training (WLT) to implement Foundations with fidelity and sustainability in 11 elementary schools. In these locations, Foundations was implemented as the foundational skills component of the total literacy plan. To gauge the effect of Foundations on student outcomes, the school district undertook an impact study, contrasting the gains in literacy skills made by kindergarten and first grade students using Foundations to the gains made by kindergarten and first grade students prior to the implementation of Foundations. On average, kindergarten and first grade students made greater gains in literacy skills when Foundations was being used as the foundational skills program.

Addressing the needs of kindergarten students

Student outcome data from a total of 3,115 kindergarten students was included in this impact study. Of these students, 1,584 attended kindergarten prior to the implementation of Foundations and received a different program for foundational literacy skills (i.e., instruction as usual). The remaining 1,700 kindergarten students attended the 11 schools after the adoption of Foundations and received foundational literacy skills instruction using Foundations.

As depicted in Figure 2, kindergarten students who received Foundations instruction made larger gains in the DIBELS First Sound Fluency (FSF) measure from the beginning of the school year (BOY) to the middle of the year (MOY). The DIBELS First Sound Fluency measure is not administered at the end of the year. On average, students receiving Foundations gained 16 points, whereas students who did not receive Foundations gained 12 points. In addition, while the average FSF score for both groups was above benchmark at the beginning of the year, students using Foundations were able to maintain benchmark during the year. By the middle of the year, the average FSF score of students who received Foundations instruction was still above benchmark, whereas the average FSF score of students who did not receive Foundations instruction fell below benchmark.

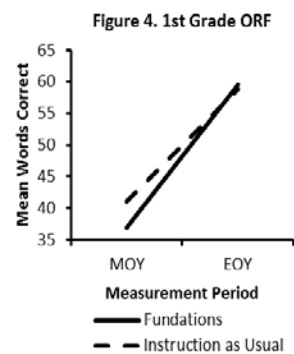
As illustrated in Figure 3, students who received instruction using Foundations also made larger gains in the DIBELS Phoneme Segmentation Fluency (PSF) measure from the middle to end of the school year (EOY), gaining an average of 16 points. In contrast, students who did not receive Foundations instruction gained only 8 points on average.



Addressing the needs of first grade students

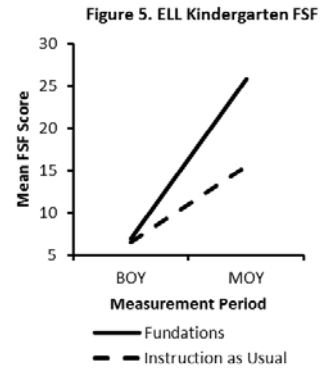
Student outcome data from 2,720 first grade students were also included in the impact study. Of these students, 1,460 attended first grade prior to the adoption of Foundations and received a different program for foundational literacy skills. The remaining 1,260 first grade students attended the 11 schools after the implementation of Foundations and received foundational literacy skills instruction using Foundations.

As depicted in Figure 4, first grade students who received Foundations instruction made larger gains from the middle to the end of the school year in the number of words they correctly read on the DIBELS Oral Reading Fluency (ORF) measure. Compared to the middle of the year, Foundations students read, on average, 23 more words correctly at the end of the year. In contrast, students who did not receive Foundations only read 18 additional words correctly.



Addressing the needs of kindergarten English Language Learners

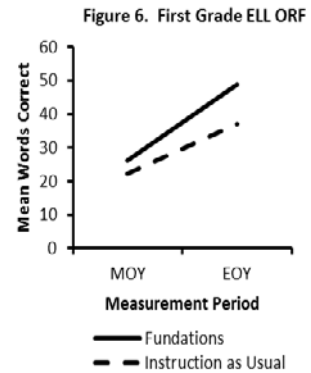
The School District of Indian River County provides instruction to ELL students, allowing for a contrast to be made between the gains in literacy skills obtained by ELL students who did and did not receive Foundations instruction. In kindergarten, there were 93 ELL students who did not receive Foundations instruction and 301 ELL students who did.



As illustrated in Figure 5, ELL students who received Foundations instruction made greater gain in FSF relative to ELL students who received instruction as usual. ELL students who received Foundations instruction gained 19 points from the beginning to the middle of the year. In contrast, students who did not receive Foundations instruction gained 9 points.

Addressing the needs of first grade English Language Learners

There were 31 first-grade ELL students who did not receive Foundations instruction and 265 who did. As depicted in Figure 6, ELL students who received Foundations instruction made greater gains from the middle to the end of the year in the number of words they could correctly read on the DIBELS ORF measure. On average, Foundations students correctly read an additional 23 words at the end of the year. In contrast, students who did not receive Foundations only read an additional 15 words correctly.



STUDY OF IMPLEMENTATION AT TIERS 1 & 2:

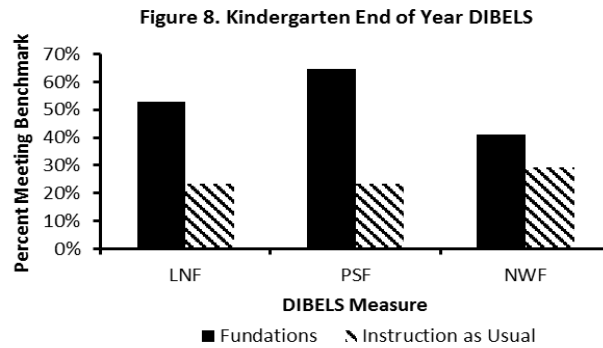
SMALL TOWN ELEMENTARY SCHOOL, NORTHEAST, US

An elementary school located in a small town in the northeastern United States adopted Foundations as the phonics and spelling component of its ELA block in general education kindergarten classrooms. In addition, the school adopted Foundations for use with students identified as “at-risk” for reading failure who were placed in an intensive reading and writing classroom. The school assessed the

effect of Foundations on the success of these students in a pair of studies.

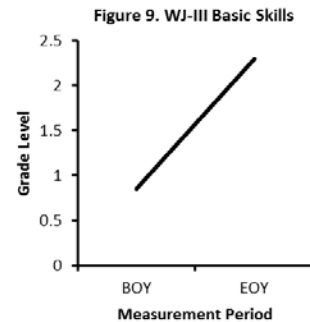
Meeting student needs in the general education classroom (Tier 1)

To assess the success of Foundations in meeting the needs of their general education kindergarten students, the school conducted an impact study. It randomly assigned 17 kindergarten students to receive Foundations Level K, and 17 kindergarten students to receive instruction as usual. End-of-year DIBELS scores were compared between the two groups of students. Relative to students in the instruction-as-usual condition, a larger percentage of students in the Foundations condition scored at or above benchmark on the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Nonword Fluency (NWF) measures of DIBELS as illustrated in Figure 8.



Meeting the needs of at-risk students (Tier 2)

First grade students identified as “at-risk” for reading failure were placed in an intensive reading and writing classroom, receiving Foundations as their primary decoding and spelling program. An efficacy study of Foundations was performed, and student data was collected at the beginning and end of the school year using the Woodcock Johnson III.



As illustrated in Figure 9, students made significant gains in their Basic Reading Skills from the beginning to the end of the school year, gaining on average 1.4 grade levels. By the end of first grade, 16 out of 18 students had Basic Reading Skills at or above grade level.

Additionally, 15 out of 18 students had scored at or above benchmark on the end-of-year DIBELS Phoneme Segmentation Fluency and Nonsense Word Fluency measures.

STUDY OF IMPLEMENTATION AT TIERS 1 & 2:

URBAN ELEMENTARY SCHOOL, BROOKLYN, NY—RESPONSE TO INTERVENTION FRAMEWORK INITIATIVE, NYC DEPARTMENT OF EDUCATION

Working closely with the NYC Department of Education, Office of Special Education Initiatives, an RTI framework was established at an urban elementary school as a city-wide pilot initiative to improve student outcomes, reduce unnecessary referrals to special education, and to improve data-based decision making to inform instruction.

Fundations was implemented as the evidence-based program in Tiers 1 and 2. All students in grades K-3 received daily instruction in Fundations in the Tier 1 general education classroom. Students identified for Tier 2 instruction received Fundations Double Dose instruction (at least 3 sessions weekly in small groups of 3-6 students).

To ensure successful implementation, all teachers were provided Fundations training that included workshops and coaching by Wilson trainers. During the initial year of implementation, the school performed an efficacy study to characterize the gains made by kindergarten and first grade students receiving Fundations.

Outcomes

Figures 10 to 13 present kindergarten and first grade student performance data on the DIBELS Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) measures obtained during Year 1 of Fundations' implementation. From the middle to the end of the year, students who were at risk for future reading deficits made substantial gains, with the majority of these students no longer classified as at risk by the end of the year.

Figure 10. Kindergarten PSF

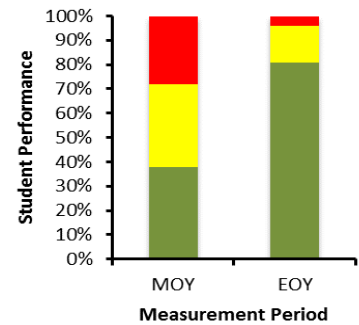
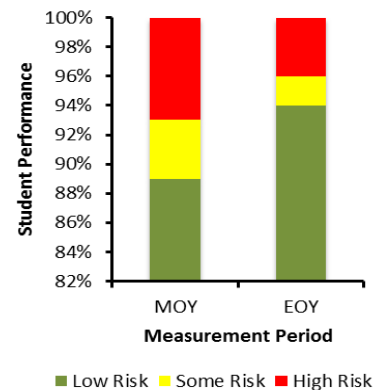
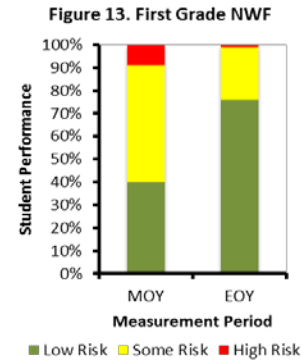
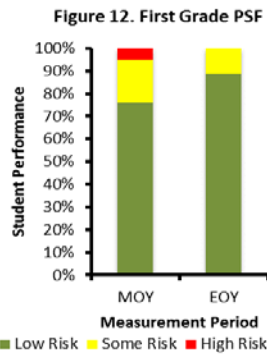


Figure 11. Kindergarten NWF





Additionally, the gains achieved by the students during the initial year of implementation were sustained. As evidenced in Figure 14, after three years of implementation, there was improvement in student performance in grade 3 based on the 2008-2009 New York State ELA Assessment when compared to the year prior to the implementation of Foundations (i.e., 2005-2006). In 2009, no students were at Level 1 (not meeting learning standards) compared to 7.8% of 3rd graders in 2005-2006. There was also a 7% increase in the number of students in grade 3 scoring at Levels 3 & 4 (meeting learning standards, Level 3; and meeting learning standards with distinction, Level 4).

Figure 14. Student performance after three year of Foundations implementation

Urban Elementary School, NYC, Grade 3 End of Year ELA Performance

	Level 1	Level 2	Level 3	Level 4	Level 3 & 4
0 yrs of Foundations (2005-2006)	7.8	7.8	72.5	11.8	84.3
3 yrs of Foundations (2008-2009)	0	8.6	72.9	18.6	91.4

Level 1: Not meeting learning standards Level 2: Partially meeting learning standards
 Level 3: Meeting learning standards Level 4: Meeting learning standards with distinction

Due to the success of the pilot schools working with the NYC Department of Education, RTI expanded to 29 more schools throughout the city. In fall 2009, the school was selected as a National Blue Ribbon School.

PROGRAM REVIEW BY FLORIDA CENTER FOR READING RESEARCH (FCRR)

Foundations was reviewed by the FCRR research committee. Under the direction of Dr. Joseph Torgesen, this center was one of three national technical assistance centers to support the implementation of research-based reading instruction. FCRR’s report outlines how Foundations is aligned with research and lists the strengths and weaknesses. No weaknesses were noted.

Below is a summary from the report, which can be found at www.fcrr.org.

Strengths of the Foundations Program

- Foundations is highly systematic, both within lessons and across lessons.
- Foundations is derived from research that has been proven to be successful with a wide variety of learners.
- Multisensory methods are employed in teaching children sounds, their representative letters, and their combination into words, phrases, and sentences.
- Students learn a variety of techniques to analyze multisyllabic and unknown words, and words with spelling options.
- Frequent practice and review builds mastery in students.
- Foundations can be taught in a 1:1 setting, a small group, or to a whole class, and can be used for preventative, intervention, or immediate, intensive intervention purposes.
- Many lesson activities and games are geared toward whole class or group participation.
- Materials are very teacher-friendly, and the Wilson Learning Community gives excellent demonstrations of each of the teaching activity types used in the program. A teacher can thus review each technique as needed.

Weaknesses of Foundations

- None were noted

The FCRR summary rating for the Foundations program is as follows:

Program	Type of Program	Grade Reviewed	Reading Components				
			Phonemic Awareness	Phonics	Fluency	Vocab	Comprehension
Foundations	Supplemental or Intervention Program	K-3	+++	+++	+++	+++	++

Key

- + some aspects of this component taught and/or practiced
- ++ most aspects of this component taught and/or practiced
- +++ all aspects of this component taught and/or practiced
- n/a Not Addressed in this program. In other words, this element of reading is not a goal of this program.

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